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Teacher recruitment potential of rural high schools

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TEACHER RECRUITMENT POTENTIAL OF RURAL HIGH SCHOOLS

2

A Thesis

Presented to

the Faculty of the Department of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Julius Lehfeldt

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CHAPTER I

INTRODUCTION

The schools of California are faced with a serious teacher shortage. This shortage has been felt critically since the end of the second World War, and particularly on the elementary level. When the school population of the elementary level reaches the secondary level this same problem will become more critical at that level.

It is estimated that by 1958 there will be a need for a total of 65,000 new teachers in California schools.¹ Of these new teachers, 45,000 need to be elementary teachers. As of October 31, 1952, there were employed in California schools 93,263 certificated personnel.²

To keep up with the enrollments in California public schools it is estimated that 5,216 new teachers will be needed each year.³

According to a report of Charles E. Hamilton, Director of Professional Standards and Teacher Education for the

¹James C. Stone, "Supply and Demand; Certificated Personnel in California Public Schools 1953 with forecast for 1958," California Schools, 25:281.

²Ibid.

³Ibid.

California Teachers' Association, not one classroom in California public schools was left without a teacher for the 1954-1955 school year.⁴

He stated that this was done by the Department of Education of the state of California issuing sub-standard credentials to 14,000 persons, allowing them to teach in the public schools for that school year.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to investigate the attitude of high school students in five selected high schools toward teaching as a profession.

Delimitation of the problem. This study is limited to the group of students in the junior and senior classes of each selected high school who are capable of doing college work, according to the estimate of their abilities by their high school principal.

This study is concerned with the attitude of the selected group toward teaching in the areas that would influence them against considering teaching as a career.

⁴Charles E. Hamilton. Copy of a speech at Asilomar, California, October, 1955. (Mimeographed.)

Justification of the problem. With the modern trend of the popular critic the teaching profession needs to gather new insight into its problems. The need for more and better teachers is very apparent by the writings of these critics.

A recent critic, Rudolph Flesch, in his book, Why Johnny Can't Read,⁵ assails the present methods of teaching reading. He believes that teaching phonics is the only method to teach reading and in doing so all non-reading problems and emotional problems will disappear. This idea of his could confuse many students planning to enter teaching as their life work and might deter others from entering teaching. It might also confuse parents of children in school preparing for the teaching profession.

If we can determine what the capable people of our high schools think of the teaching profession as a profession for themselves, we can generally estimate the attitude of their parents and, to some extent, their teachers. This then will indicate some of the causes and effects of the problem in the field of education.

⁵Rudolph Flesch, Why Johnny Can't Read, 231 pp.

II. DEFINITION OF TERMS

Attitude. Attitude has not been and cannot be distinguished from such terms as "trait," "opinion," "disposition," "interest value," and "temperament."

Attitude is an emotional reaction, favorable or unfavorable toward some object or class of objects. Attitudes are assumed to direct behavior where it is expressed in appreciation, or preference or value.⁶

Studies have shown that verbal attitudes can be changed deliberately by teaching. Deep-seated attitudes cause behavior to remain substantially the same.

In an experiment on retention of attitudes, Remmers⁷ found that group attitudes were changed with approximately fifteen minutes of instruction, and showed a notable tendency toward survival over a year's period of time. Attitudes are generally the result of mores. Adult education is concomitant to attitude training of children.

Profession. The term "profession" as used in this study indicates an adult doing a job usually requiring college training. For the purposes of this study it was

⁶Encyclopedia of Modern Education, p. 68.

⁷H. H. Remmers, An Experiment on the Retention of Attitudes as Changed by the Instruction Materials (Studies in Higher Education, Purdue University Press, No. 24, 1938), pp. 20-22.

necessary to distinguish between students who had a parent or parents with more than high school education. Therefore, this somewhat arbitrary definition has been set up.

Non-professional. The term "non-professional" is used to indicate a job in which college or technical training is not required.

III. SUMMARY

Because of the tremendous shortage of qualified teachers, and the fact that it is predicted to last for several years, it is necessary to study the attitude of high school students toward teaching. This may indicate why more of our capable high school students do not enter the teaching field.

CHAPTER II

REVIEW OF THE LITERATURE

The research that has been made in teacher education has passed over the subject of the attitudes of high school students toward teaching as a profession for themselves. The research that has been made in teacher recruitment deals in the main with the mechanical side of recruitment. Other studies have been made concerning teacher efficiency or teacher traits that make for better teachers and teaching.

There are numerous articles written about the problems of education. A goodly number deal with the problems of teacher shortages. Others concern their reports about the methods to recruit teachers.^{1,2}

In 1935, Mary Elliff made a study of supply and demand of newly trained teachers in Missouri.³ The conditions existing at that time no longer exist for the most part.

Her study reveals that 1932-1933 showed an over-supply of newly trained teachers. She found that only 3 per cent had completed one year of college graduate work, and that

¹Dwight D. Miller, "Accept Your Share of Blame for the Present Teacher Shortage," School Executive, 72:48-49.

²Albert N. Posner, "Teachers Wanted," School Executive, 73:59.

³Mary Elliff, Some Relationships Between Supply and Demand for Newly Trained Teachers, p. 89.

only 38.9 per cent had four years of college training. Of the balance, 22 per cent had only finished high school and had no teacher training. She points out that there was a shortage of adequately trained teachers at that time also, but that 37 per cent of those granted certificates were unemployed, while an additional 37 per cent were employed in other fields.

In July of 1943, the publication, School and Society,⁴ editorialized that the teacher shortage would last into post war years. This judgment was based on the loss of one-third of teacher college students and about the same loss for the universities.

In 1941, J. A. Burkman, writing for the California Schools, April, 1941,⁵ stated that in 1939 the demand for teachers took only 65 per cent of the supply of trained teachers. However, he pointed out that not all graduates completing credential requirements would enter teaching. It must be pointed out that this condition was completely changed in the course of three years of war activities until

⁴"Teachers in the Future," School and Society, 37:56-68.

⁵J. A. Burkman, "Teacher Supply and Demand in California," California Schools, 12:57-61.

the entire opposite is true today. The demand far exceeds the potential supply by about 6,000 teachers.⁶

In 1946, Lindley J. Stiles did a study of recruitment practices for high school teachers.⁷ His study reveals that generally teacher training institutions merely interviewed applicants and very few sent out any literature about the teaching profession. He recommended that teacher candidates be selected for admittance to teacher training. He also suggested that professional standards be set high enough so that teaching becomes highly desired as a profession.

Hollis P. Allen,⁸ speaking before the School Executives' Conference in 1953 at the University of California at Los Angeles, stated that one of the problems of teacher recruitment was the attitude of the public toward teaching. He also stated that another of the problems of teachers was one of their own making. This problem is their own attitude toward their profession.

⁶James C. Stone, "Supply and Demand: Certificated Personnel in California Public Schools," California Schools, 25:37, Figure 5.

⁷Lindley J. Stiles, "Recruitment and Selection of Prospective High School Teachers by Universities," Educational Administration and Supervision, 32:117-21.

⁸Hollis P. Allen, "Let's Face the Mounting Personnel Problem." Paper read at the fifteenth annual School Executives' Conference at Los Angeles, 1953. (Mimeographed.)

He stated:

Even we as teachers in this most favored state of the nation for teachers too often pity ourselves and our lot. Wittingly we sometimes convey this directly or indirectly to our pupils who might otherwise enter the profession.⁹

The National Citizens' Commission for Public Schools has issued a guide book entitled, How Can We Get Enough Good Teachers?¹⁰ In this book are listed a number of things that can be done to relieve the teacher shortage. Among the better ideas is that of improving recruitment practices. Also mentioned as being important is the factor of making teaching so attractive that the best students in our colleges want to enter the teaching profession.

In 1951, the Palo Alto Conference on Teacher Education and Professional Standards of the National Education Association, reported that one of the major ways to increase the number of teachers entering the field was to improve the recruitment methods.¹¹

Rodger W. Bancroft reported in the Journal of Teacher

⁹Ibid., p. 4.

¹⁰How Can We Get Enough Good Teachers? National Citizens Committee for Public Schools, 1953.

¹¹"Teaching: A First Line of Defense," Official Group Reports, Palo Alto Conference, Stanford University, 1951.

Education that part of our lack of teacher candidates is the poor recruitment programs now in effect.¹² He also stated that the low status of teaching had serious effect on the number of people going into teaching.

The National Education Association Journal¹³ in May, 1944, published an article stating that teachers' salaries were a fundamental problem of recruitment. The article also stated that building teacher morale was an important factor of recruitment. These two were tied together by the fact that salaries are an aid to morale building and high morale aids recruitment.

In another article appearing in the March, 1951, National Association of Secondary School Principal's Bulletin,¹⁴ it was stated that another factor of importance in teacher recruitment was for the principal to encourage good teachers who have left the profession to re-enter. The

¹²Rodger W. Bancroft, "Recruitment for Elementary Teaching," Journal of Teacher Education, 3:193-96.

¹³"Teacher Recruiting and Morale Building," National Education Association Journal, 33:114.

¹⁴"What is the Principals' Role in Recruitment and Training of Teachers?" National Association of Secondary School Principal's Bulletin, 35:77-81.

article also stated that principals have an obligation to help train for better teaching the partially prepared teachers who are hired.

Posner, writing for the September, 1953, School Executive, stated every teacher should ask himself as he faces his class, "Is there a future teacher in my class?"¹⁵ He stated that satisfied teachers will popularize the profession.

From England we have one study of attitudes toward teaching. This study was made in 1952-1953 by K. M. Evans.¹⁶

This study has the word "attitude" in its title. However, it was more of a study to determine relationships of attitude toward school and teaching and teaching success. Evans turned up several significant facts. She found that there was little relationship between a favorable attitude toward teaching and teaching success.¹⁷ Her study reveals that there is no relationship between socio-economic levels and attitude toward teaching.

¹⁵Posner, loc. cit.

¹⁶K. M. Evans, "Attitudes Toward Teaching as a Career and Teaching Efficiency," British Journal of Educational Psychology, 22:63-69 and 23:56-63.

¹⁷Ibid., 23:60.

She found that the students' attitude toward school correlated significantly with the attitude toward teaching as a career. According to Evan's report the mean correlation was 0.39.

She further related that students whose main interests were academic or social, had a significantly more favorable attitude to teaching as a career than those whose interests were mainly practical. She defined the student's interest of social, academic or practical as those being interested in people, ideas, or things. She stated that those interested in ideas and people had similar favorable attitudes toward teaching.

It must be remembered that this study dealt with 211 school certificate candidates of eight grammar schools.

William A. Brownell, writing in the California Journal of Secondary Education, stated that high school teachers need to take the initiative in teacher recruitment.¹⁸ He developed a study entitled, "High School Teachers as Professional Recruiters." He questioned 5,000 college-bound seniors in thirty-four high schools in twenty-seven cities in California. He confined his questionnaire to the

¹⁸William A. Brownell, "High School Teachers as Professional Recruiters," California Journal of Secondary Education, 30:29-31.

part regular high school teachers play in finding new recruits for the teaching profession. He reports that 1,677 students reported that though they were interested in teaching no teacher had talked to them about teaching. Only one in six seniors was approached by a teacher concerning possibilities of a teaching career. He further reports that high school seniors lack sufficient knowledge about teachers' salaries and other aspects of teaching.

Brownell reveals through his study that 70 per cent of the senior students felt that most teachers were happy in their work, and 27 per cent of the students felt that only half of their teachers were happy in their work.

Of the seniors interested in teaching, 73 per cent felt that most teachers were happy, and 21 per cent felt that most teachers were unhappy in their work.

Those students not wanting to teach listed three main reasons for their desire to go into other professions than teaching. They are, in the order of importance:

1. Lack of personal fitness.
2. Other interests.
3. Low salaries.

Those students wanting to teach listed as the reasons for their desire to teach in order of importance the following:

1. Like to work with people and children.
2. Believe they have personal qualities for teaching.
3. Attracted by the opportunity to do something worthwhile.

Brownell further states that it is not his purpose to analyze the guidance techniques of the schools studied, but to study what is happening as far as teacher recruitment is concerned. His findings reveal that there is a serious lack of concern by teachers about the possibilities of teaching as a career for high school students.

Raymond Blakel¹⁹ analyzing his teaching, stated that to him teaching was an exciting experience. He identifies three opportunities for self-expression:

1. Contact with young minds and young ideas.
2. Virtually unlimited expansion of the four walls of the classroom.
3. Use of the latest electronic and optical instruments, the modern tools of education.

Blake points up his theory under the interesting title, "How I, a Teacher, Can Inspire My Pupils to Enter the Teaching Profession." His statements about the possibilities of teaching show that teachers need to be concerned with how they teach because what the teacher says and does

¹⁹Raymond Blake, "How I, a Teacher, Can Inspire My Pupils to Enter the Teaching Profession," National Education Association Secondary School Principal's Bulletin, 33:104-105.

is reflected in the student's attitude toward teaching as a profession.

Summary. Thus, the literature in this field indicates that to alleviate the teacher shortage the following factors need to be considered:

1. Change the attitudes of high school students toward teaching.
2. Change the attitudes of teachers toward their profession.
3. Build teacher morale by raising salaries.
4. Add status to teaching by community recognition.

CHAPTER III

COLLECTING THE DATA

The problem of how to collect the data was carefully considered. The impersonal, mailed questionnaire was felt to be inadequate in dealing with high school students. Therefore, the questionnaire was designed to be used by groups, with the investigator making a personal visit at each school to control each situation and trying to establish the same ideas in the students before they were given the questionnaire. The sampling was designed for the five rural high schools being studied, and was relatively small because only potential college students were considered, on the assumption that this is the group from which teachers come.

In designing the questionnaire,¹ the problem had to be kept in mind constantly. Each question or blank to be checked had to have a valid relationship to the problem before it could be used. The first six lines of the questionnaire were used for compiling the returns into economic groups and social groups to see their relationship to the teacher potential in the areas being surveyed.

The seventh item, concerning hobbies, was inserted to determine the relationship of potential teachers to

¹cf. post, p. 64.

school and outside activities. The returns indicated not enough relationship to make any valid generalization.

The items about liking elementary and high school teachers were to find out how well teachers were thought of by their students. The results showed over-all liking, but they were too general in their total aspect to be of much value.

Item ten concerning what was liked about their teachers was used to indicate, on the part of the student, what were considered good teaching qualifications.

The item about going to college was used for grouping the returns; along with this was the major that was chosen if they were going to college. The number going into teaching--the last question--was used to indicate relationship between interest and attitude toward teaching.

The next item, "What caused you to make this choice?" was used to determine what teachers are doing to encourage capable students to enter the profession. The question following about considering seriously the teaching profession, was used to elicit an opinion as to how many students had ever considered teaching.

The item about "teachers respect in the community" is general and used to determine an attitude of the student toward the profession. This item compared with those going into teaching reveals some of the problems of recruitment.

The basis for this answer, the next item, reveals the need for positive approaches to teacher recruitment.²

The next question, "Has any one discouraged you from entering the teaching profession?" is used to determine if there is a general feeling of negativeness concerning teachers on the part of students who might enter the profession.

In using the question, "Who discouraged the student?" it was felt that this might lead to a source of any negativeness that might be indicated.

In designing the questionnaire, those questions dealing with attitudes were placed throughout the questionnaire to avoid one question influencing the following one. The question, "Do you think teaching is worthwhile and satisfying?" is such a question, revealing the apparent status students put on teaching.

The following question about any member of the family in the teaching profession is used to indicate relationship to the feeling of those in teaching and the attitude of their family.

The question, "Do you think teachers are paid enough?" is used to determine attitude. The object of this question

²cf. ante, p. 9.

is to get an opinion that might reflect an attitude that in turn might have some relationship with the teacher recruitment problem. There was no intent to define what is enough salary.

The next item on inspiring teachers is another attitude reflecting question. The object behind this question is to elicit some fact as to the relationship between those going into teaching and good teaching and teachers.

The next to the last question concerning opportunities and advancement in teaching is another attitude reflecting question. This one is used to reflect a general opinion and indicates relationship with the other attitude questions.

The final question is used to group as well as define relationships between groups. This can be seen as the tables are presented.

CHAPTER IV

HIGH SCHOOL STUDENT ATTITUDES

I. INTRODUCTION

The study includes the attitudes of 353 junior and senior students of five selected high schools of central California. This number is about one-half of the total enrollment of these two classes. This group, in general, comprises the upper half by scholastic rating of the groups. There are no students with less than a C plus average, the range being from C plus upward.

The problem of this study is to investigate the attitude of high school students, in five selected high schools, toward teaching as a profession.

This problem grew out of a survey of the literature in the field of teacher recruitment. There are a number of factors involved in the problem of teacher recruitment. One of the most important phases of the problem is the attitude of students toward teaching. If this attitude can be determined, then perhaps a key to obtaining more and better teachers will be found.

According to a study made by Jantzen and others, one-third of the students deciding on entering the teaching

profession, did so before entering college.¹ Their study showed that high school and the first year or two of college are the years when most people make their decisions to enter the teaching profession.

This present study concerns itself with students' attitudes when they are thinking about their careers very seriously, during their junior and senior years of high school.

II. PROCEDURES

The students were taken as a group at each high school and given the questionnaire and asked to fill in the answers. Then each tenth student was asked to step aside and wait a moment as the papers were turned in. The investigator questioned this tenth student to elaborate further on the questions. This personal interview was intended as a check on the validity of the answers being given.

III. SOURCE OF DATA

The information gathered for this study was from a direct source. A questionnaire² was prepared and submitted

¹Marc J. Jantzen, et al., "Why College Students Teach," (Report of the Committee on Teacher Recruitment of XI Chapter of Phi Delta Kappa, March, 1949), p. 4. (Mimeographed.)

²See post, p. 64.

to the students of the following five selected high schools of California: Vaca Valley Union High School, Winters Joint Union High School, Sonoma Union High School, Dixon Union High School, and St. Helena Union High School. The schools were selected on a basis of comparative size and approximate equality as to social and economic background.

The questionnaire was designed in such a way as to bring out the students' ideas about the economic and social status that he thought teachers enjoyed.³

IV. HIGH SCHOOL STUDENTS' ATTITUDES

Table I indicates the number of each grade and sex replying to the questionnaire. Of the total 253 students, 131 are juniors and 122 are seniors.

Table II, page 24, indicates the economic status of the groups. Of those renting their homes, 8 per cent plan on entering teaching, as compared to 10 per cent for the total group questioned. Of this same group, 34 per cent feel teachers get paid enough, as compared to 30 per cent for the total group and 27 per cent for those going to college.

There seems to be little or no significant relationship between economic status and student attitude toward

³Cf. ante, p. 16.

TABLE I
NUMBER OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS OF FIVE
SELECTED RURAL HIGH SCHOOLS REPLYING TO A QUESTIONNAIRE
RELATING TO THEIR ATTITUDES TOWARD TEACHING

Students	Number
Junior boys	61
Junior girls	70
Senior boys	67
Senior girls	55
Total	253

TABLE II

THE 253 STUDENTS OF FIVE RURAL HIGH SCHOOLS DIVIDED INTO
RELATIVE ECONOMIC GROUPS AS DETERMINED BY THEIR
ANSWERS ON THE QUESTIONNAIRE

Economic Group	Number
Renting their own home	62
Own their own home	191
Earn own spending money	200
Given allowance	53
Live in the country	106
Live in town	147
Have a professional parent	34
Have non-professional parents	219

teaching as far as this group is concerned.

Table III indicates the objectives of the students by parental status. The total planning to teach is indicated in the total going to college also. This shows the comparison of those planning on going into teaching and the total going to college.

Table IV, page 27, indicates the total analysis by sex and grade in school of the students questioned. The distribution is fairly equal as to these factors. It will be noted that there are only two junior boys and three senior boys that have decided to enter teaching as a life profession. There are more boys going to college than girls. The opposite is true of the group not going to college.

Considering these numbers we find that if one of the parents has had a college education there is better than an even chance the children will go to college.

In Table IV, page 27, we see that the percentage of high school graduates planning on going to college is about equal to the state average.⁴ Of all the schools reporting, the percentage was 56 for the state, while 3.6 per cent

⁴James C. Stone, "Supply and Demand," California Schools, 25:27.

TABLE III

OBJECTIVES OF 34 HIGH SCHOOL STUDENTS WHOSE PARENTS ARE
OF PROFESSIONAL STATUS AND 219 STUDENTS WHOSE PARENTS
ARE OF NON-PROFESSIONAL STATUS

Objectives	Prof. Parent		Non-Prof. Parent	
	No.	Per cent	No.	Per cent
Going to college	28	82	116	53
Undecided on college	4	12	66	30
Not going to college	2	6	37	17
Plan to teach	6	18	20	9

TABLE IV
OBJECTIVES OF HIGH SCHOOL STUDENTS COMPARED
BY GRADE AND SEX

Objectives	Junior Boys		Junior Girls		Senior Boys		Senior Girls		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Plan to go to college	39	27	38	27	43	30	24	16	144	57
Undecided on college	19	27	17	24	20	29	14	20	70	28
Not going to college	3	8	15	38	4	10	17	44	39	15
Plan to be teachers	2	10	8	30	3	10	13	50	26	10
Undecided on teaching	4	44	2	22	1	10	2	22	9	6

stated they were undecided. The figures in this study indicate a percentage of 57 with a rather higher percentage of 28 stating that they are undecided. There are some rather glaring differences that need to be understood in the two studies. The state figure includes all of the graduating seniors, whereas this study includes only about one-half of them.

Table IV, page 27, shows that of the 144 students of the total group of 253 students questioned who plan on going to college, 27 per cent are junior boys, 27 per cent are junior girls, 30 per cent are senior boys, and 16 per cent are senior girls. On this same table we find that out of the 70 who are undecided on college, 27 per cent are junior boys, 24 per cent are junior girls, 29 per cent are senior boys, and 21 per cent are senior girls. The choice of not going to college is indicated by 39 students. Of these 39 students, Table IV, page 27, shows 8 per cent are junior boys, 38 per cent are junior girls, 10 per cent are senior boys, and 44 per cent are senior girls. We also see that only 10 per cent, or 26 of the 253, plan on being teachers. This 26 is made up of 10 per cent junior boys, 30 per cent junior girls, 10 per cent senior boys, and 50 per cent senior girls. There are nine students indicating an indecision about teaching, and this group is made up of

44 per cent junior boys, 22 per cent junior girls, 10 per cent senior boys, and 22 per cent senior girls. These 9 students comprise 6 per cent of the total questioned.

Of the total number of students planning to enter college, that have been encouraged to enter teaching, only 29 per cent indicate that they plan on teaching, as can be seen in Table V. Of this same group, 21 per cent were discouraged from entering teaching. While 64 per cent felt teaching offers opportunities, only 31 per cent felt teachers get paid enough.

In this study no allowances have been made for trade schools or junior colleges.

Table VI, page 31, shows a generally higher percentage of yes responses as compared to the total groups as seen in Table XIV, page 41.

Table VII, page 32, shows that only 45 per cent of those going to college, with a teacher in the family, say they were encouraged to enter the teaching field.

Table XI, page 37, shows the percentages for those students going to college, with a parent in a profession. These percentages are approximately the same as those in Table VII, page 32, for the students going to college, with a teacher in their family.

TABLE V

THE PERCENTAGES OF YES AND NO RESPONSES ON THE QUESTIONNAIRE,
OF THOSE GOING TO COLLEGE, AND WHO HAVE BEEN
ENCOURAGED TO ENTER TEACHING*

	Yes	No	Undecided
Encouraged to enter the teaching profession.	100		
Considered the suggestion seriously	71	29	
Are teachers respected in your community?	91	9	
Discouraged from entering teaching	21	79	
Is teaching a worthwhile profession?	91	9	
Anyone in your immediate family teaching?	34	66	
Do teachers get paid enough?	31	69	
Have you had any inspiring teachers?	55	45	
Does teaching offer opportunities?	64	36	
Are you planning to be a teacher?	29	64	7

*Number of cases in this group, 58.

TABLE VI

THE PERCENTAGE OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF ALL THOSE GOING TO
COLLEGE*

	Yes	No	Undecided
Encouraged to enter the teaching profession	40	60	
Considered the suggestion seriously	44	56	
Are teachers respected in your community?	89	11	
Discouraged from entering teaching	15	85	
Is teaching a worthwhile profession?	87	13	
Anyone in your immediate family teaching?	31	69	
Do teachers get paid enough?	27	73	
Have you had any inspiring teachers?	44	56	
Does teaching offer opportunities?	47	53	
Are you planning to be a teacher?	18	76	6

*Number of cases in this group, 144.

TABLE VII

THE PERCENTAGES OF YES AND NO RESPONSES ON THE QUESTIONNAIRE
OF THOSE GOING TO COLLEGE THAT HAVE A
TEACHER IN THEIR FAMILY*

	Yes	No	Undecided
Encouraged to enter the teaching profession	45	55	
Considered the suggestion seriously	50	50	
Are teachers respected in your community?	86	14	
Discouraged from entering teaching	17	83	
Is teaching a worthwhile profession?	79	21	
Anyone in your immediate family teaching?	100		
Do teachers get paid enough?	32	68	
Have you had any inspiring teachers?	45	55	
Does teaching offer opportunities?	61	39	
Are you planning to be a teacher?	14	79	7

*Number of cases in this group, 44.

In Table VIII we see the percentages of responses of those going to college, that have been discouraged from entering the teaching profession. Of these twenty-two students, 55 per cent indicate they were also encouraged to enter the teaching profession. Of this total number, 27 per cent indicate they plan, in spite of being discouraged, to enter the teaching profession, but oddly, only 18 per cent of this group feel teachers get paid enough.

It can be seen from the data that there are several basic facts about student attitudes toward teaching.

Table IX, page 35, shows that of six students not going to college, with a teacher in the family, all were discouraged from entering the profession. Only 17 per cent of this group felt teachers were paid enough.

Of the group undecided on college, with a teacher in the family, as seen in Table X, page 36, 33 per cent felt teachers were paid enough. This is almost the same per cent for the total number of students questioned, as seen in Table XIV, page 41.

Table XI, page 37, shows that of those students going to college, with a parent in a profession, only 40 per cent said they were encouraged to enter teaching.

The answers on the questionnaire seem to indicate generally that teachers are respected in their community.

TABLE VIII
THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE GOING TO COLLEGE THAT
HAVE BEEN DISCOURAGED FROM ENTERING
THE TEACHING PROFESSION*

	Yes	No	Undecided
Encouraged to enter the teaching profession	55	45	
Considered the suggestion seriously	73	27	
Are teachers respected in your community?	99	1	
Discouraged from entering teaching	100		
Is teaching a worthwhile profession?	77	23	
Anyone in your immediately family teaching?	32	68	
Do teachers get paid enough?	18	82	
Have you had any inspiring teachers?	73	27	
Does teaching offer opportunities?	59	41	
Are you planning to be a teacher?	27	64	9

*Number of cases in the group, 32.

TABLE IX

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE NOT GOING TO COLLEGE
WITH A TEACHER IN THEIR
IMMEDIATE FAMILY*

	Yes	No	Undecided
Encouraged to enter the teaching profession	17	83	
Considered the suggestion seriously		100	
Are teachers respected in your community?	100		
Discouraged from entering teaching		100	
Is teaching a worthwhile profession?	100		
Anyone in your immediate family teaching?		100	
Do teachers get paid enough?	17	83	
Have you had any inspiring teachers?	33	67	
Does teaching offer opportunities?	67	33	
Are you planning to be a teacher?		100	

* Number of cases in this group, 6.

TABLE X

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE UNDECIDED ON COLLEGE
WITH A TEACHER IN THEIR IMMEDIATE FAMILY*

	Yes	No	Undecided
Encouraged to enter the teaching profession	42	58	
Considered the suggestion seriously	42	58	
Are teachers respected in your community?	92	8	
Discouraged from entering teaching	8	92	
Is teaching a worthwhile profession?	100		
Anyone in your immediate family teaching?		100	
Do teachers get paid enough?	33	67	
Have you had any inspiring teachers?	42	58	
Does teaching offer opportunities?	50	50	
Are you planning to be a teacher?		50	50

*Number of cases in this group, 12.

TABLE XI

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE GOING TO COLLEGE WITH
A PARENT IN A PROFESSION*

	Yes	No	Undecided
Encouraged to enter the teaching profession	40	60	
Considered the suggestion seriously	40	60	
are teachers respected in your community?	90	10	
Discouraged from entering teaching	18	82	
Is teaching a worthwhile profession?	71	29	
Anyone in your immediate family teaching?	57	43	
Do teachers get paid enough?	32	68	
Have you had any inspiring teachers?	36	64	
Does teaching offer opportunities?	50	50	
Are you planning to be a teacher?	14	75	11

*Number of cases in this group, 28.

The student average 90 per cent yes answers to this question.

Out of the total number of 118 students going to college and not interested in teaching, as seen in Table XII, only 30 per cent were encouraged to enter teaching. Of this group, 80 per cent felt teaching to be a worthwhile profession, but only 50 per cent felt it offered opportunity, and 42 per cent felt teachers were paid enough.

Table XIII, page 40, shows the percentages for those undecided on college. It shows a close relationship to Table XII concerning those not interested in teaching.

In looking at Table XIV, page 41, it will be noted that 33 per cent of the group were encouraged to enter the teaching profession. Of this 33 per cent, only 10 per cent of the entire group questioned are going into teaching. Of the entire group, 13 per cent have been discouraged from entering the teaching profession. Of this 13 per cent, six were discouraged by a parent, three by a relative, six by a friend, ten by teachers, and seven by others. These figures are not too significant in themselves, as it is generally recognized that not all students will make good teachers. The significance of this group is found in Table XVI, page 44. Here it is seen that 23 per cent of the group going into teaching has been discouraged by some one, about going into teaching.

TABLE XII

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE GOING TO COLLEGE
AND ARE NOT INTERESTED IN TEACHING*

	Yes	No	Undecided
Encouraged to enter the teaching profession	30	70	
Considered the suggestion seriously	25	75	
Are teachers respected in your community?	91	9	
Discouraged from entering teaching	11	89	
Is teaching a worthwhile profession?	80	20	
Anyone in your immediate family teaching?	27	73	
Do teachers get paid enough?	42	58	
Have you had any inspiring teachers?	33	67	
Does teaching offer opportunities?	50	50	
Are you planning to be a teacher?		100	

*Number of cases in this group, 118.

TABLE XIII

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE UNDECIDED ON
GOING TO COLLEGE*

	Yes	No	Undecided
Encouraged to enter the teaching profession	30	70	
Considered the suggestion seriously	26	74	
Are teachers respected in your community?	91	9	
Discouraged from entering teaching	11	89	
Is teaching a worthwhile profession?	87	13	
Anyone in your immediate family teaching?	16	84	
Do teachers get paid enough?	41	59	
Have you had any inspiring teachers?	37	63	
Does teaching offer opportunities?	57	43	
Are you planning to be a teacher?		94	6

*Number of cases in this group, 70.

TABLE XIV

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF ALL THE STUDENTS REPLYING
TO THE QUESTIONNAIRE IN THE FIVE
SELECTED HIGH SCHOOLS*

	Yes	No	Undecided
Encouraged to enter the teaching profession	33	67	
Considered the suggestion seriously	33	67	
Are teachers respected in your community?	90	10	
Discouraged from entering teaching	13	87	
Is teaching a worthwhile profession?	86	14	
Anyone in your immediate family teaching?	24	76	
Do teachers get paid enough?	30	70	
Have you had any inspiring teachers?	39	61	
Does teaching offer opportunities?	51	49	
Are you planning to be a teacher?	10	84	6

*Number of cases in this group, 253.

Table XIV, page 41, indicates the percentages for each item that a yes or no answer was required. While 33 per cent of all the groups indicate they were encouraged to enter teaching, only 40 per cent of those going to college said they were encouraged to enter teaching, as seen in Table VI, page 31. This seems to indicate that teachers are not encouraging enough of the qualified students to enter the teaching field.

Table XVI, page 44, indicates that of those going into teaching, only 69 per cent of those students indicated that they were encouraged to enter teaching.

Of this same group, 23 per cent were discouraged from entering teaching. This group shows that 73 per cent believe teachers get paid enough, and that 88 per cent felt teaching offers opportunities for their future development. Only 27 per cent of this group had a teacher in the family. A higher percentage--62 per cent--said they had an inspiring teacher.

Of those undecided on teaching, as shown on Table XVII, page 45, the percentages are quite similar to those in Table XVI, page 44, for those going into teaching.

The group not going to college, as seen in Table XV, page 43, indicates 13 per cent were encouraged to enter teaching. Of this group, 21 per cent felt teachers were paid enough. This is somewhat lower than for most groups.

TABLE XV
THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE STUDENTS
NOT GOING TO COLLEGE*

	Yes	No	Undecided
Encouraged to enter the teaching profession	13	87	
Considered the suggestion seriously	5	95	
Are teachers respected in your community?	92	8	
Discouraged from entering teaching	8	92	
Is teaching a worthwhile profession?	79	21	
Anyone in your immediate family teaching?	13	87	
Do teachers get paid enough?	21	79	
Have you had any inspiring teachers?	23	77	
Does teaching offer opportunities?	54	46	
Are you planning to be a teacher?	0	0	

*Number of cases in this group, 39.

TABLE XVI

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE PLANNING ON
BEING TEACHERS*

	Yes	No	Undecided
Encouraged to enter the teaching profession	69	31	
Considered the suggestion seriously	100		
Are teachers respected in your community?	92	8	
Discouraged from entering teaching	23	77	
Is teaching a worthwhile profession?	100		
Anyone in your immediate family teaching?	27	73	
Do teachers get paid enough?	73	27	
Have you had any inspiring teachers?	62	38	
Does teaching offer opportunities?	88	12	
Are you planning to be a teacher?	100		

*Number of cases in this group, 26.

TABLE XVII

THE PERCENTAGES OF YES AND NO RESPONSES ON THE
QUESTIONNAIRE OF THOSE UNDECIDED ABOUT
GOING INTO TEACHING*

	Yes	No	Undecided
Encouraged to enter the teaching profession	66	34	
Considered the suggestion seriously	77	23	
Are teachers respected in your community?	100		
Discouraged from entering teaching	34	66	
Is teaching a worthwhile profession?	100		
Anyone in your immediate family teaching?	34	66	
Do teachers get paid enough?	77	23	
Have you had any inspiring teachers?	44	56	
Does teaching offer opportunities?	77	23	
Are you planning to be a teacher?			9

*Number of cases in this group, 9.

Only 21 per cent felt they had any inspiring teachers, which is also low.

More of the students that are planning to enter teaching have a feeling that teaching is a worthwhile profession. Students who have parents of college background are more likely to go on to college, and from this group come more teachers, as can be seen in Table III, page 26. However, from the group having a parent in the teaching profession, there are less students going into teaching, as seen in Table VII, page 32.

As Evans found in her study, there seems to be no relationship between socio-economic level and interest in teaching.

In answer to the question in the questionnaire, "What did you like about your teacher?" the following are typical answers:

"Their personality, methods of teaching."

"They were friends and thought they were no better than we are."

"They were fair and treated you like you had some intelligence."

"They liked to take the side of the student."

"Down to earth talk, letting you express your ideas."

"They had a sense of humor, yet made a person work."

"They made you want to work."

"They were fair and interesting and kept good order."

"Their personality and ability to teach."

In answer to the question in the questionnaire as to why they made the choice they did for their college major, those going into teaching made the following statements:

"I like children."

"I have always wanted to be a teacher, I like children."

"I like to work with youth."

"You get to know and understand people better."

"I enjoy teaching."

"My liking for sports and working with others."

"I enjoy the subject and feel I can teach it."

"Feel it will be good security."

In answer to the question in the questionnaire, "Are teachers respected in your community?" 90 per cent said "yes." The following question asks them on what do they base their answer. The following are typical answers to this question:

"I think they are respected because the town people like them."

"They help out as much as they can."

"Everyone talks well of teachers because they try to do their best."

"Everyone looks up to them for setting good examples for students."

"Teachers help make people successful in any work they take up."

"I think it is one of the finest professions."

Of those 10 per cent that answered "no" the following are some of the typical answers:

"They don't teach the students enough."

"The way some people talk about them at public functions."

"They don't demand the respect of the students."

"Because rocks and watermelons are shoved through their windows."

"Because parents talk about any little thing that goes wrong about the teachers and nothing good."

"The adults credit them with being idiots for entering such a profession and the students don't appreciate them."

"The boys and girls are rude and inconsiderate to them."

From the above sets of remarks made by students, it can be seen that students value fairness, a sense of humor, and ability to teach, as being most important for teacher's traits.

For those going into teaching, interest in people and youth and in helping them seems to be the motivating force.

In the area of respect by the community, the seemingly outstanding trait that they are judged by most severely is the help they offer the community and students.

The feeling seems to be, for those that think teachers are not respected, that their lack of teaching ability is the general cause of this feeling.

V. SUMMARY

The attitudes of teachers⁵ and parents appears seriously to affect the students' attitudes toward teaching.

This study shows that six out of ten students with the ability to do college work, plan on going to college. Only four of these ten students have been encouraged to enter teaching, and only two of every ten plan on entering teaching.

About nine out of every ten students feel that teachers are generally respected in the community, but only five out of ten feel that teaching offers opportunity for self-expression and professional advancement. Only three out of ten feel that teachers are paid enough, and only four out of ten say that they have had an inspiring teacher during their school life.

The findings of this study indicate that the four factors brought out in the Summary of Chapter II⁶ generally apply to the five rural high school areas studied. While almost three out of every ten students had a teacher in their family only one in ten of the total group plan on

⁵Robert R. Ford, "Are You a Negativist?" California Teachers Association Journal, p. 29.

⁶Cf. ante, p. 15.

teaching. Only three out of ten say they have been encouraged to enter teaching.

Out of the total 26 going into teaching, seven out of ten were encouraged to enter teaching. The number of students in this group with a teacher in their family is the same for the entire group--three out of ten. Seven out of ten of this group feel teachers get paid enough, and nine out of ten feel teaching offers opportunity.

From these facts, as compared to the findings of the entire group, can be seen the value of informing students about the possibilities and advantages of teaching.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. THE SHORTAGE OF CREDENTIALLED TEACHERS

Our economy, accelerated by war and offering high salaries, has drawn many of the teachers into other fields. This fact has also encouraged the college graduate to enter more lucrative fields with less public zeal and emotional strain. Coupled with this fact is the increasing birth rate and influx into the schools of California of children of new residents from other states.

II. INFLUENCES CONDITIONING ATTITUDES

There were fourteen thousand substandard credentialed teachers in California classrooms during the 1954-1955 school year. There is a need for approximately six thousand qualified new teachers each year. According to the literature surveyed, the need is to improve teacher recruiting practices, and teacher attitudes.

From a study such as this, it is difficult to determine exact influences conditioning the attitudes of the students as expressed in the questionnaire.

Of the 253 students questioned, fifty-five were senior girls, sixty-seven were senior boys, seventy were

junior girls, and sixty-one were junior boys.

Of those going to college, twenty-eight, or 82 per cent, have a parent in a profession, and only 53 per cent of the 116 students with a non-professional parent indicate they are planning on college. Of those with a professional parent, six, or 18 per cent, plan to enter teaching, while only twenty, or 9 per cent of the non-professional group plan to do so.

In general terms it can be seen that if a student has a teacher in his family he is less likely to enter teaching, since the group going to college with a teacher in the family, is made up of 14 per cent planning on going into teaching, while of the total group, 18 per cent are planning on going into teaching. It seems that teachers have a poor opinion of their worth and reflect this opinion to their own children.

From these data it appears that teachers as a group do not encourage the better qualified students to enter teaching. Only four out of every ten students going to college are encouraged to enter teaching.

Twenty-three per cent, or fifty-eight of the 253 students, are going to college and have been encouraged to enter the teaching profession. Most of these students--91 per cent--feel that teaching is a worthwhile profession and that teachers are respected in their communities, while only

31 per cent feel they are paid enough. Only 29 per cent of this group say that they plan to become teachers. Just a little over half, 55 per cent, feel that they have had any inspiring teachers.

While 144, or 57 per cent, indicated they plan on going to college, only 40 per cent of this group say they were encouraged to enter teaching, and only 18 per cent say they plan on being teachers. Almost 90 per cent feel teachers are respected and that teaching is worthwhile. In this same group only 27 per cent feel teachers are paid enough and only 44 per cent say they have had any inspiring teachers. Only 47 per cent feel teaching offers opportunities for advancement and doing the things they would like to do. Fifteen per cent say they were encouraged not to enter the teaching profession and 31 per cent have a teacher in their family.

Of this 31 per cent, or forty-four cases, only 45 per cent have been encouraged to enter teaching, and only 32 per cent feel teachers are paid enough. Sixty-one per cent feel teaching offers opportunities, while 86 per cent feel teachers are respected, and 79 per cent feel teaching is a worthwhile profession. Only 14 per cent of this group say they plan on being teachers and 7 per cent are undecided. Only 45 per cent say they have had any inspiring teachers. Seventeen per cent say they have been discouraged

from entering teaching.

Of the twenty-two, or 15 per cent, that have been discouraged from entering teaching, 55 per cent say they were also encouraged, and 73 per cent had seriously considered it. While 32 per cent of this group had teachers in their family, only 18 per cent felt teachers were paid enough and only 27 per cent are planning to be teachers. While only 59 per cent of this group feel teaching offers opportunities, 77 per cent feel it is a worthwhile profession and 99 per cent feel teachers are respected.

Of the group with a professional parent, 82 per cent are planning on a college career. While 40 per cent of this group were encouraged to enter teaching and gave it serious consideration, only 14 per cent are going into teaching in spite of the fact that over half, 57 per cent, said they had a teacher in their immediate family. Only 32 per cent feel teachers are paid enough while 90 per cent feel teachers are respected, and 71 per cent say teaching is worthwhile. Only 50 per cent feel teaching offers opportunity and only 36 per cent say they have had any inspiring teachers. Eighteen per cent of this group indicated they were discouraged from entering the teaching profession.

In the 118 students stating they were not going to be teachers, only 30 per cent said they were encouraged to enter teaching, while only 11 per cent said they were

discouraged. Twenty-five per cent said they considered teaching seriously, and only 27 per cent said they had a teacher in their family. Forty-two per cent feel teachers get paid enough, but only 33 per cent say they had any inspiring teachers and 50 per cent feel that teaching offers opportunity. Ninety-one per cent feel teachers are respected and 80 per cent feel teaching is worthwhile.

The problem of the teacher supply, according to these data, seems to rest in the fact that of 253 junior and senior students questioned, only 33 per cent were encouraged to enter teaching; only 30 per cent feel teachers are paid enough; only 51 per cent feel teaching offers opportunity; and only 39 per cent indicate they have had any inspiring teachers, in spite of the fact 90 per cent feel teachers are respected and 86 per cent feel teaching is worthwhile.

The value of considering the attitudes of students toward teaching is indicated when the above facts are compared to the responses of the twenty-six, or 10 per cent, going to enter teaching. This group shows 69 per cent were encouraged to enter teaching, 73 per cent feel teachers are paid enough, 88 per cent feel teaching offers opportunities, 82 per cent say they have had inspiring teachers, 92 per cent feel teachers are respected, and all of them feel teaching is worthwhile.

III. NEEDED RESEARCH

To add more answers to the teacher shortage problem, research is needed in several high schools of the state covering a period of about eight years. A control group of schools needs to be established and an intensive counseling program carried on. The results to be properly appraised, would take about eight years to find. The counseling program would need to emphasize all the phases of a career in teaching. A student would need to be followed through four years of high school and four years, at least, of college work.

Another study that might help in solving part of the problem would be a controlled study of several teacher groups. This would have to be coupled with an intensive professional relations program and carried on for several years.

IV. TEACHER RECRUITMENT RECOMMENDATIONS

It has become recognized that teacher recruitment is of vital importance to the growth of the teaching profession. The California Teachers Association has recognized this and now has on its staff a highly trained specialist in the field of teacher professional standards and teacher education.

Local teacher groups and individual teachers must assume more responsibility to see that capable students are encouraged to enter the teaching profession. These students need to be informed of the benefits of teaching. It is recommended that local teacher organizations work with the schools in setting up a screening program whereby students are carefully appraised of the opportunities in the teaching field. This to be a continuous program started in the sixth and seventh grades and carried out through the high school.

The teachers would be alert in these grades, for children that would make likely teacher candidates. The interest in teaching could be cultivated and as the child progresses through school the counseling service would be used to further interest and encourage the student.

The local school boards could be asked to help by giving their sanction to such a program.

Teacher organizations and parent-teacher groups should be encouraged to offer scholarships on a local basis for those entering on a course of study leading to a teaching credential.

Future teacher clubs and education clubs could be organized in the high schools. The object of these clubs would be to have students become more acquainted with the opportunities and benefits of the teaching profession.

V. PROFESSIONAL STANDARD RECOMMENDATIONS

Teachers must be positive in their attitude toward teaching when discussing their jobs in public. They should show the public that teaching is worthwhile and exciting so that parents will want their children to enter the teaching profession.

In the classroom teachers must exhibit an enthusiasm that will attract the attention of the capable students to the field. They should counsel these same students to consider, very seriously, the benefits and personal satisfactions of teaching. This, then, will put into the classroom the type of teachers and the number to carry on our public schools.

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APPENDIX

APPENDIX

HIGH SCHOOL STUDENT QUESTIONNAIRE

Check: Male___ Female___ Junior___ Senior___ Age___

Father's Occupation_____

Mother's Occupation_____

Check: Do you live in town___ On a ranch___ Rent___ Own___

Check: Do you earn all your own spending money?___ Do you
have an allowance?___ Do you earn some of your spending
money?___

List your Hobbies_____

How many elementary teachers have you liked?_____

How many high school teachers have you liked?_____

What did you like about them?_____

Have you decided on going to College? Yes___ No___ Undecided___

If you do what will be your major?_____

What caused you to make this choice?_____

Has anyone encouraged you to enter the teaching profession
as a life work? Yes___ No___

Have you considered the suggestion of entering the teaching
profession seriously? Yes___ No___

Do you think teachers are respected in your community?

Yes___ No___

On what do you base your answer?_____

Has anyone discouraged you from entering the teaching profession? Yes ☐ No ☐

If so, who? Parent ☐ Relative ☐ Friend ☐ Teacher ☐ Other ☐

Do you think teaching is a worthwhile and satisfying profession? Yes ☐ No ☐

Is there anyone in your immediate family in teaching? Yes ☐ No ☐

Relationship

Do you think teachers are paid enough? Yes ☐ No ☐

Have you ever had a teacher that inspired you about teaching? Yes ☐ No ☐

Do you think teaching offers opportunity for advancement in salary and time to do the thing you would like to do?

Yes ☐ No ☐

Are you planning to be a teacher? Yes ☐ No ☐

February 19, 1954

Mr. John Glease, Superintendent
Sonoma Valley Union High School
Post Office Box 66,
Sonoma, California

Dear Sir,

I am doing a Thesis study at the College of Pacific under the direction of Dr. J. Marc Jantzen. The title of the thesis will be: The Teacher Potential in Five Selected Rural High Schools in California. My specific objective is to determine the attitude of high school students toward teaching as a profession for themselves.

I would like the privilege of using your school as one of the five selected schools. The method will be to take the upper half, by scholastic rating, of the junior and senior classes and question them.

The procedure will be to take them as a group and pass out questionnaires and as they turn it in personally talk to every tenth student concerning his answers.

This entire process can be completed in about thirty minutes. Your office would have to notify the students that are in the upper half of their group and send them to the designated room.

If you are willing to let me conduct my survey in your school will you please let me know what time and day is most convenient for you so that I can make the necessary arrangements.

I am enclosing a copy of the questionnaire for your consideration.

Sincerely yours,

Julius Lehfeldt

SONOMA VALLEY UNION HIGH SCHOOL
Sonoma, California
Feb. 24, 1954

Mr. Julius Lehfeldt, Principal
Elm School
650 William Street
Vacaville, Calif.

Dear Mr. Lehfeldt

We will cooperate with you on your study. The most appropriate time for you to meet with the students would be between 10:28 A.M. and 2:40 P.M. any day in the week would be fine. If possible, please advise us several days prior to your expected arrival.

Yours very truly, .

John L. Glaese /s/

John L. Glaese
District Superintendent

JLG:aj

March 1, 1954

Mr. John L. Glease, Superintendent
Sonoma Valley Union High School
Sonoma, California

Dear Mr. Glease,

I sincerely appreciate your cooperation in helping me with my study. I will be able to come Wednesday, March 3, 1954. I will be there by 10:30 A.M.

Sincerely yours,

Julius Lenfeldt

February 19, 1954

Mr. Harold P. Hill, Superintendent
Saint Helena Unified Schools
Saint Helena, California

Dear Sir:

I am doing a thesis study at the College of Pacific under the direction of Dr. J. Marc Jantzen. The title of the thesis will be: The Teacher Potential in Five Selected Rural High Schools in California. My specific objective is to determine the attitude of high school students toward teaching as a profession for themselves.

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I am enclosing a copy of the questionnaire for your consideration.

Sincerely yours,

Julius Lehfeldt

ST. HELENA UNIFIED SCHOOL DISTRICT
St. Helena - California

March 1, 1954

Mr. Julius Lehfeldt, Principal
Elm School
650 William Street
Vacaville, California

Dear Mr. Lehfeldt:

We will be glad to cooperate with you in your thesis study by allowing you to interview the upper half of our junior and senior classes.

As to time, I would suggest our third period which is from 10:21 to 11:11 A.M. The day could be arranged to suit your convenience, as long as we knew a couple of days ahead of time so that we could make certain there were no conflicts.

I suggest that you phone us two or three days prior to the time that you plan to come to verify the fact that there will not be some conflict which will interfere.

Very truly yours,

Harold P. Hill /s/

Harold P. Hill

HPH:RC

March 4, 1954

Harold P. Hill, Superintendent
St. Helena Unified School District
St. Helena, California

Dear Mr. Hill,

I sincerely appreciate your aid in my study.
Unless I hear from you to the contrary I will be in to
visit your school Wednesday March 10 at about 10:15 A.M.

Sincerely yours,

Julius Lenfeldt